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COMENIUS PROJECT

# Promise

## Migratory Processes

in the

## European History



Aberdare



Berlin



Seville



Padova

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**1. Participants**

Three European schools took part in the project between 2004 and 2007. They are: ITAS "P.Scalterle" Padua (Italy), with five teachers and eleven students; IES "Alcaria", La Puebla del Rio, Seville (Spain), with three teachers and seven students; "Lise Meitner Schule", Berlin (Germany), with two teachers and ten students. In 2005/06 a new school joined the project, "Blaengwawr Comprehensive School", Aberdare (Wales, UK), with three teachers and 15 students.

**2. Aims and objectives**

Researching the migration of people and civilizations within Europe and towards the Americas in the last centuries, through the investigating eyes of today's young people, is the starting point of our project. From the tragedy of migration to the wealth of civilization encounters. Intercultural education may help us to discover others' diversity, in order to improve our communication codes and learn how to get closer and closer in the new global world.



MIGRATION FLOWS



To fulfil such objective each school trained its students-researchers to follow the tracks of migrants' journeys and experiences and discover similarities and differences. The effort of Padua's team was also aimed at better understanding the history of today's immigrants, whose children are a relevant part of Scalcerle school, where they are bringing their language and their traditions and where they want, at the same time, to learn and fully understand our language and culture. Each of them reflects the hopes and efforts of their parents who strongly desire to integrate into the hosting country. They had escaped from the poverty of their mother countries and do not want now to be sent back again. If you look carefully into their eyes you can recognize the same feelings our emigrants felt a century ago. Intercultural education is an objective to be necessarily fulfilled by public educational institutions to meet the needs of all the students, independently from the country of origin.

### **3. Common methodology**

*3.a abilities developed by the students and with the students*

**Research Methodology:** once prepared and motivated, the students-explorers carried out their research either individually or in groups.

**Interview with witnesses:** different skills were involved when carrying out an interview such as choosing



*An interview with a descendant of italians*

the people, drafting the questions, collecting testimonies, interacting with those interviewed. For example, oral conversation had to be later transferred into a written text. In this case the ability to write and synthesize comes into play.

**Peer education and team work:** students used their investigation to develop and communicate what they had found out to two main audiences: an external one, the European partners, through the effective exchange of the most interesting results of their work; an internal one, including the team work of the classmates and ultimately, the students from other classes.



*Peer education in the italian school*



### 3.b Tools:

#### *ICT and use of means of communication*

Video: the project team selected



*A shot from the short*

video recording to document, illustrate, explain and share the experiences of each partner team. The huge quantity of information and documents was systematized in a CDROM. New competencies were developed to use the informatic tools properly. The information technologies (CDROM, digital cameras, DVD) greatly helped to achieve excellent results.



*A slide from the CD ROM*

#### The Internet

The CDROMs produced during the first year of the project were up-

loaded to a web page specifically registered for the Promise ([www.comenius.promise.eu](http://www.comenius.promise.eu)): each partner institution developed its own section to be linked to this original site.

#### **4. General contents**

This section contains a general overview of the contents. It points out some common lines of investigation. The specific sections written by each partner give more exhaustive information about the individual countries. Each school decided a field of investigation based on the local geographical and cultural needs, but also on the basis of how the research lent itself to the educational plan of the school. The aim was to transform the ordinary routine of a typical school day into a special learning experience.

Padua and Seville concentrated on national trends in their respective countries, which have been involved in heavy migratory flows in the last centuries. The protagonists' oral testimony of the most recent migratory processes gave the research a special touch.



*Testimony by a spanish emigrant*



The survey in Padua dealt with literary, musical, cinema aspects about migrants, also including paintings, photographs and visuals in general.

The **Berlin** team developed a science-based investigation. Students and teachers analysed the internal migratory flow caused by the fall of the Wall and the consequent reunification of the country. A town in the former DDR, as a sample site for the production of chemical substances was the object of observation, analysis and reflection on the quality of life in that site. The research appears to be an effective appeal to Environmental education as a way to stop the deterioration of the nature around us.



*Industrial pollution in Bitterfeld (Germany)*

Blaengwawr, in **Wales**, began by investigating the Industrial revolution in the United Kingdom (the first country in the world to undergo such revolution). The investigation then narrowed to South Wales, and in particular the valleys and the coal and iron industry. People flocked to South Wales to work in the coal

mines including a very special group of Italians. Through historical research and interviewing descendants



*An interview with a descendant of Italians*

of the Italians the students have learnt of the contribution that the Italians from the village of Bardi have made through their cafès in the twentieth century. With the decline of the cafès from the 1970s they have concluded that the Italian descendants continue to make a contribution to society out of all proportion to their number. The students have then educated their younger peers on their research, particularly those with special educational needs, and these



*Bardi's café in the XX century*

pupils have learnt the methodology of interviewing and continue the project into the future.

## **5. Activities**

The structure of the project is quite simple. Every year the project team met in one of the schools, in turn, to plan the common activities.



*Teachers planning the agenda*

The aims of the first year was to plan the whole project. Only the teachers were involved in such work.

During the second year the investigation was carried out by both teachers and students.

The third year was characterized by the dissemination activities based on communication with partners in all the languages of the project though, English, is the official language. Particularly relevant at this stage was the exhibition set up by students and teachers and travelling to all the partner schools, where it stayed for some days. In May 2007 the project ended with a conclusive meeting and the travelling exhibition on show for a longer period.

### *5.a The meetings in detail.*

In November 2003 two Welsh teachers were hosted in Padua on a Comenius preparatory visit, which gave birth to the idea of a project on the migratory flows in Europe.

Other partners were invited to participate. They accepted with great enthusiasm. The partnership was now ready to apply for Comenius funding.

After approval, the project actually began in 2004/05. At the end of October 2004 the project team, composed of teachers and head teachers, met in Seville to plan a more detailed three-year programme.

During the following meetings in Berlin and Padua, respectively in February and April 2005, it was possible to present the first results of the investigation, to compare and discuss them and agree upon common structures. Also students took part in these meetings.



*Presenting the first results of the research*



The second-year activities actually started in December with a meeting at Blaengwawr Comprehensive School, in Aberdare, a town near Cardiff. The Welsh partner joined the partnership in September 2005. The teams from Padua, Berlin and Seville illustrated the results of the research to teachers and students from the school. New forms of participation for the students were considered and discussed. The team agreed on the proposal for a meeting of all the students in Seville, in March 2006.

The Spanish students were given the opportunity to visit at least one of the partner countries, and they were invited to Padua in February 2006.

The meeting gave the project team the opportunity to get ready for “the big event” in Seville and present some aspects of the website and the magazine.



*March 2006: students and teachers in Seville*

The meeting was hosted in the wide training centre of the Andalusian Department of Education, where the partners, who had developed the theme of migration from different an-

gles, presented the audience with the most meaningful aspect of the research, through powerpoint presentations, short humorous sketches, songs and games. The aim was to share with the European partners their new awareness on intercultural education and integration, acquired through the discovery of the migration phenomenon, over the periods studied.



*March 2006: all together in Seville*

The second year ended in June 2006, with a meeting in Padua, where the teachers plan the third-year activities in detail.

The third year was devoted to the dissemination of the results. Shared means of dissemination are the website and the travelling exhibition. The first leg of the exhibition journey was in Seville, at the end of November 2006: in the large auditorium of the IES Alcaria, each European team organized its exhibition area showing posters with written texts, photographs, drawings, images and arranging computers for multimedial presentations, including films, music and special effects.



For some of the partners, the pioneer students left the project and new students joined it.

But the roles are now different, from student-researchers to student-guides. They were selected according to their competence in the languages of the project: English, as first vehicular language, Spanish, German and Italian. As guides they must be able to interact positively with people; illustrate the materials on show; draft explanatory notes and captions in English to help with the understanding of the materials on show; cooperate with the EU partners in mounting the exhibition in the different countries; interpret (informal, simultaneous, consecutive interpretations) during the international meetings and with foreign visitors, if necessary.



*March 2007: an Italian student at work in Aberdare*

The Spanish classes or individual students and visitors and the school teachers immediately showed great interest in this new experience. For three days in succession, six hours a

day, groups of students visited the exhibition. They were warmly welcomed by the student-guides from the partner countries, who accompanied them and illustrated the contents. It was a great success!!



*March 2007: group of students visit the exhibition in Aberdare*

**5.b Other initiatives (projects, events) addressed to one's own school and territory.**

In Padua, a great number of the Scalcerle students were involved by experts in some concert-lessons on migration; some History lessons, including the results of the research, were "performed" by the Promise Students for their schoolmates.

The video "Migration Tales" participated in a regional competition and was greatly appreciated. It won the first prize: a new computer for the students' study room!

In Berlin, the students from the Lise Meitner Schule illustrated the results of their research during the "Long



night of Science”, an exhibition well known to all the city which saw the participation of our school with some city universities and research Institutions. The same results were presented to the students’ families during a parents meeting.

In Aberdare the students, in the final year, worked with younger pupils with special educational needs and taught them the skills and knowledge that they themselves had learnt. They encouraged them to interview witnesses themselves thus ensuring transferrable skills and sustainability.



*Peer teaching in Aberdare: the older students to younger ones*

## **6. The products (dvd, cd, site, magazine, other)**

In the first year the researchers produced a video showing the planning as well as the most meaningful activities and events in the different countries. It was meant to illustrate the experience and also to monitor and reflected on it. It mainly includes interviews with witnesses, but also some forms of dramatized materials, music, songs, scenes from famous

movies, old pictures, narrative texts on the research theme.



*One more shot from the short!*

In the second year the team created a web page showing the huge quantity of materials produced, which people interested in the theme can explore. It is also meant to be spread in other schools, for further study, discussion and analysis.



*February 2007: the exhibition in Berlin*

In the third year paper and multimedia materials were translated into English as medium language of the project and systematised for the travelling exhibition and the Promise



magazine, as further means of dissemination and as conclusive products of the whole project.

## **7. Communication and languages**

### *Common objectives*

The Promise language activities are not so structured as the History ones, though they were organised and carried out especially as an integrative and transversal support of the planning phases of the international meetings, where students and teachers used all the languages of the projects, but, in particular English. Oral communication and some written texts, analysed and produced in the project, are in English.

Here you find a list of activities and specification of roles were in the project: the first two phases are reported in detail, as for the others, some hints are given about the period and content of the activity.

### 1. Period: December 2004.

*Theme:* students from Berlin, Padua and Seville exchange short E-mail messages.



*Spanish students are exchanging e.mail messages with European partners*

*Objective:* to get to know the European partners in view of the future cooperation and meetings.

*Activities:* exchanging personal information on hobbies, activities, daily



*Promise students chatting in the street*

routine, school and so on so forth....

### *Students' role and activities:*

students exchange e-mail. All the e-mail messages are collected and kept in the student's personal Comenius Portfolio.

*Teachers' role:* organiser and language consultant. Each responsible teacher collects the students' e-mail addresses, sends them to the other teachers who hand them out to their students. If necessary, the teacher helps students with the language and the systematisation of the messages sent and received.

### 2 Period: January 2005 to December 2005.

*Theme:* the short e-mail messages become longer and more complex...



*Objective:* exchanging more complex texts in English; preparing the talk for the meetings students' role and activities: students write a report on the current results of their investigation about migratory flows and send it to Padua, Seville and Berlin. Starting from the report students plan the talk they are supposed to give when they meet their European friends. Teachers' role: language consultant and organisational support.

3 Period: April 2005: Padua and Berlin teams work and socialise through playful and creative activities, carried out in English. For most of the students this is the first meeting. Teachers' role: animator and language consultant.

4 Period: February 2006: Padua and Seville teams work and socialise through playful and creative activities carried out in English. Teachers' role: animator and language consultant.



*February 2006: socialising through playful and creative activities*

5 Period: March 2006: the teams start working on the general illustration of the survey results in English, in view of the conclusive meeting in

Seville. Students draft a short report on the migratory flows to be used for the presentation to the European partners. The reports are mostly in



*March 2006: Welsh students report their survey*

English, first vehicular language of the project, but also Spanish and German are used, on the basis of the speakers' communicative competencies on these languages. Teachers' role: language consultant, organisational support.



*March 2006: sandwich students in Seville*

6 Period: September 2006/May 07: the third year is devoted to the dissemination of the results through the website and the travelling exhibition. The language activities carried out to mount the exhibition concern two main areas:



- Writing : creating and drafting explanatory notes accompanying the materials on show.

- Speaking : mediation and interpreting, exchanging information, interacting effectively with partners and visitors. Relevant is the students' role

Spanish students visit the exhibition

in mounting the exhibition in the different countries, where they are also asked to introduce and explain the materials on show to their European colleagues and to other possible visitors. Teachers' role: language consultant, organisational support, director of the communicative activities.

December 2006 exhibition in Seville

#### Communication and languages: summary

- i Story telling on immigration and emigration;
- i exploring foreign literature on the topic (art, poetry, narrative, historical essays, scientific reports);
- i reading and analysing written sources in the different languages;
- i creating and exchanging material (for analysis, in-depth studies...);
- i oral communication in the foreign language;
- i writing out interviews, comments, captions in the video materials;
- i giving formal talks on the research during the European seminars;
- i interacting positively with people;
- i showing and explaining the materials on show in the different languages (if and when the case);
- i drafting explanatory notes and captions in English (Spanish, German) as help for the comprehension of the materials on show;
- i cooperating with the EU partners in mounting the exhibition in the different countries;
- i interpreting (informal, simultaneous, consecutive), during the international meetings and with foreign visitors to the exhibition.